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THE PRINCIPAL IN PROFILE, A STUDY OF KENTUCKY SENIOR HIGH SCHOOL PRINCIPALS.

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FROM THE 206 QUESTIONNAIRES RETURNED FROM THE 337 KENTUCKY PUBLIC SENIOR HIGH SCHOOLS, THE AUTHOR FOUND A COMPOSITE PRINCIPAL WHO IS--(1) A FAMILY MAN IN HIS MIDDLE FORTIES, BORN AND EDUCATED IN KENTUCKY, (2) A SOLID, ACTIVE MEMBER OF HIS SOCIAL COMMUNITY, AND (3) A MEMBER OF HIS PROFESSIONAL ASSOCIATIONS, ATTENDING ONE CONVENTION YEARLY AND CONSIDERING "THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS BULLETIN" TO BE HIS MOST VALUABLE PROFESSIONAL PERIODICAL, AND PLANNING TO CONTINUE PRINCIPALSHIP. HE FAVORS (1) THE SUPREME COURT DECISIONS ON PRAYER, SCHOOL INTEGRATION, AND FACULTY DESEGREGATION, (2) FEDERAL AID TO PUBLIC SCHOOLS, (3) REQUIREMENT OF 18 CREDITS FOR HIGH SCHOOL GRADUATION, (4) IMPROVEMENT OF THE ENGLISH CURRICULUM, (5) EMPHASIS ON GENERAL EDUCATION, AND (6) HIGH SCHOOL EDUCATION FOR ALL. HE HOLDS A CONSERVATIVE VIEW TOWARD THE UNGRADED HIGH SCHOOL, THE CARNEGIE UNIT, EDUCATIONAL TELEVISION, AND TEAM TEACHING. HE BELIEVES THAT COLLEGES INFLUENCE HIGH SCHOOL COURSE OFFERINGS MORE THAN ANY OTHER INSTITUTION AND THAT NEITHER COLLEGE INSTRUCTORS NOR PROFESSORS ARE AWARE OF THE REALITIES OF PUBLIC HIGH SCHOOL EDUCATION. FROM COMPARISON WITH A 1930 STUDY, THE AUTHOR CONCLUDED THAT BOTH PRINCIPAL AND PRINCIPALSHIP HAVE IMPROVED. THE 33 QUESTIONS OF THE OPINION PROFILE ARE REPRODUCED. THIS ARTICLE WAS PUBLISHED IN THE "BULLETIN OF THE BUREAU OF SCHOOL SERVICE," VOLUME 38, NUMBER 3, MARCH 1966, OF THE COLLEGE OF EDUCATION, UNIVERSITY OF KENTUCKY, AND IS ALSO AVAILABLE FROM THE UNIVERSITY OF KENTUCKY, LEXINGTON, KENTUCKY 40506, FOR $1.00. (JB)

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The Principal in Profile

A Study of Kentucky Senior High School Principals

By

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INTRODUCTION

During the three centuries through which American education has developed, the principalship has evolved from the "extra" duties performed by the one-room teacher to the complex and vital position it is today. In addition to teaching, the teacher in the one-room school assumed responsibility for the water supply, heating, teaching materials, maintenance, etc. The good teacher concerned himself also with curriculum, guidance, and a never ending search for ways to improve the quality of instruction. Today these same responsibilities, and many more, must be assumed by the principal of every school. The quality of a school is determined to a great degree by the effectiveness with which the principal discharges these responsibilities.

On the pages which follow, Mr. Frady presents a profile of the public secondary school principal of Kentucky. From this study we get not only a view of the principal as he was in 1964-65, but we can see how the profile has changed in the decade since a similar study was made. If we assume a direct relationship between the quality of the principalship and the quality of the school, then we can conclude that considerable progress has been made since the middle 1950's by the secondary schools in Kentucky. The principal, therefore, must be congratulated and commended for his efforts and his success in upgrading the schools of Kentucky as well as himself.

—Dr. Morris B. Cierley
University of Kentucky

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PART I

A THUMBNAIL SKETCH OF THE PUBLIC SENIOR HIGH PRINCIPAL

It is said that there is no such person as an average person. If this is true, it can also be said that there is no average principal. Nevertheless, a composite picture of the Kentucky public senior high principal is presented below in an effort to provide a quick reference and, perhaps, a springboard for interest in the more detailed picture that has evolved in the course of this study.

The composite principal is a man in his middle forties, born and reared in Kentucky, a native of the geographic area where he now serves. Reared in a farm or small town setting, he attended an unconsolidated elementary school and a county high school.

A solid, active member in his local community, the Kentucky principal is married, has two children, belongs to a church, teaches a Sunday school class, holds a church office, belongs to two civic or fraternal organizations, and is a member of the Democratic Party.

And he likes to get away to the lake or the stream, since fishing is by far his most popular leisure time pursuit. He also likes reading, watching sports events, playing golf, hunting, gardening, traveling, farming, watching TV and woodworking.

In his non-professional reading the Kentucky principal prefers nonfiction. Of the periodicals he reads, the *Reader's Digest* is the most popular, followed by *Life, Look, Time,* and *Saturday Evening Post.* He reads the *Courier Journal* and a local newspaper.

The Kentucky principal holds a bachelor's degree and a master's degree, both earned in Kentucky. He has an undergraduate major in social studies and history.

He entered his first principalship at the age of 33, after having had experience as a classroom teacher and as a high school athletic coach.

Now employed for eleven months of the year, he has no other gainful employment. His salary of $7,395 places him in the middle income bracket, even though the salary has doubled during his tenure as a principal. He has thirteen years of experience in the principalship, eight of which have been in his present position.

He has taken graduate work since becoming principal, and has done some work in fields other than education. Of the graduate courses he

has taken, he considers as most valuable those which have a direct relationship to the job.

The Kentucky principal is a member of the National Association of Secondary School Principals, the National Education Association, and the Kentucky Education Association. Although his local board does not appropriate money for his professional travel, he attends the Kentucky Education Association annual convention, but does not attend meetings of national or state principals' associations. However, he considers the *Bulletin of the National Association of Secondary School Principals* to be his most valuable professional periodical.

The professional climate is favorable, and the Kentucky principal plans to remain in the principalship. He considers good judgement, honesty, dependability, and scholarship as the most important traits for a principal to possess, with good judgement the most important. Refinement and fluency he ranks as least important.

In the performance of his job, clerical work takes a greater amount of time than any other activity, about twice the time the principal believes he should be spending. Classroom visitation is the next largest consumer of his time, about half the amount of time he believes he should be spending.

The Kentucky principal believes that holding private conferences with teachers is the most effective way of improving learning conditions, and he considers use of teacher rating scales as the least effective means of improving instruction.

The Kentucky principal is a teacher at heart, and would prefer to teach if salaries were comparable.

He believes in democratic administration, that high school education should be provided for all youth, and that the curriculum should place most emphasis on general education.

Probably influenced by his church affiliation, the Kentucky principal disagrees with the Supreme Court decision on school prayer. He agrees with the decision on school integration, but agrees considerably less with faculty desegregation. He is for federal aid to public schools, and opposed to such aid for private schools.

He is strongly in favor of requiring 18 credits for high school graduation, and equally strong in the belief that English is the area most in need of improvement in Kentucky schools.

He tends to be rather conservative in his views about the ungraded high school, the Carnegie unit, educational TV, and team-teaching.

Finally, he believes the colleges have influenced high school course offerings more than any other agency, although he believes that neither college instructors in general nor professors of education are aware of the realities of public high school education.

DESCRIPTION OF THE STUDY

What follows is an effort to present a broad profile of the public senior high school principal in Kentucky, including personal, professional, performance, and opinion aspects. In order to bring the profile into better focus, considerable comparison is made to data obtained from Sparks' (1) study of the Kentucky high school principal made approximately a decade ago. To a lesser degree comparison is made with information contained in a recent study of the senior high principal made by the National Association of Secondary School Principals (2).

In addition to the composite profile, some attention is given to geographic, kind of school district, and accreditation factors.

The present profile is based upon information from two major sources: 1) The Principal's Supervisory Report Form filed with each principal's Organization Report submitted to the State Department of Education for the 1964-65 school year, and 2) a questionnaire which was mailed to each public senior high school principal in Kentucky. Data from the first source were available on all the principals. Data from the second source were available on approximately 62% of the principals who returned completed questionnaires. Although much of the information is presented in simple statistical terms such as percentages, the University of Kentucky Computing Center assisted in the use of the chi-square method to determine the significance of differences in opinions on educational matters.

Questionnaires were sent to 337 public senior high principals who were listed in the *Kentucky School Directory, 1964-65* (3). Having lost their principals early in the fall, two schools were operating without the services of a full-time principal. Therefore, information was available on only 335 principals. This number is considered in this study as the total of public senior high principals in Kentucky. Two hundred and six questionnaires were returned, representing about 62% of the total population.

Geographic Distribution

Since one of the features of this study is looking at the principals from the point of view of geographic location, the state has been arbitrarily divided into four geographic regions of 30 counties each. Region I comprises counties beginning in the western end of the state and extending eastward to a line encompassing Logan, Warren, Edmondson, and Breckinridge counties. Region II, the next 30 counties eastward, includes the metropolitan area of Louisville and Jefferson County. Region III, the next 30 counties, includes Northern Kentucky and the heart of the Bluegrass. Region IV takes in the area generally

included in the Eastern Kentucky Mountain section. The regions may be further described as follows: Region I, Western Kentucky; Region II, West Central Kentucky; Region III, East Central Kentucky; and Region IV, Eastern Kentucky.

Region I has 90 public senior high schools. Fifty-seven (63%) of the principals from this region responded to the questionnaire and are included in the study. Region II has 79 public senior high schools, with 45 (57%) of the principals responding. Region III, with 71 schools, had 46 (65%) in the study and Region IV, with 97 schools, had 58 (60%) in the study.

Kind of District

Of the total population (335) 240 are principals of county schools. Eighty-nine are principals of schools maintained by independent districts. Four are principals of schools operated by the state colleges, and 2 are principals of schools provided for children of armed forces personnel. For this study districts are referred to as county or independent and other.

One hundred forty-one (59%) of the principals of county schools are included in the study; while 65 (68%) of the principals of independent and other schools are a part of the study. It is apparent that independent school principals responded more readily to the questionnaire.

Southern Association Accreditation

According to a list supplied by the executive-secretary of the State Committee, Southern Association of Colleges and Schools, 104 public senior high schools held memberhip during the 1964-65 school year. The remaining 231 schools were non-members. Seventy-five (72%) of the principals of member schools and 131 (57%) of the principals of non-member Schools responded to the questionnaire, a decidedly better response (percentage-wise) from Southern Association principals.

State Rating of Schools

In the 1964-65 school year 58 public senior high schools received a comprehensive rating by the Kentucky State Department of Education, 147 received a standard rating, 110 received a provisional rating, and 20 received emergency or temporary ratings. Thirty-six (62%) of the principals of comprehensive schools responded to the questionnaire. One hundred one (69%) of the principals of standard schools responded. Sixty-one (55%) of the provisional school principals responded, and only a (40%) of the emergency and temporary school principals responded to the questionnaire. (4).

PART II

PERSONAL PROFILE OF PRINCIPALS IN STUDY

Nearly 98% of the public senior high school principals in Kentucky are men (329 out of 335). Of the 6 women principals, 4 are included in this study.

TABLE 1. AGES OF PRINCIPALS IN THE STUDY

	Geographic Regions				Non-				Provis-	Emerg-		District	
Ages	I	II	III	IV	S.A.	S.A.	Comp.	Std.	ional	ency	Co.	Ind.	Totals
25-30	1	2	1	4	2	6	0	4	4	0	5	3	8
31-35	7	3	5	2	6	11	3	7	7	0	9	8	17
36-40	13	9	8	11	15	26	5	20	14	2	30	11	41
41-45	12	5	8	13	10	28	2	24	11	1	27	11	38
46-50	7	15	5	5	16	16	8	16	7	1	19	13	32
51-55	8	3	7	8	7	19	7	7	9	3	21	5	26
56-60	8	4	9	9	14	16	9	15	5	1	20	10	30
61-65	1	4	2	5	4	8	1	7	4	0	9	3	12
66÷	0	0	1	1	1	1	1	1	0	0	1	1	2
Totals	57	45	46	58	75	131	36	101	61	8	141	65	206
		46.6		46.9		45.8				48.0		45.6	
Mean	44.9		47.2		47.0		49.5	46.	44.3		46.5		46.3

Principals in the study range in age from 27 to 67. The average (mean) age is 46.3 years. Principals in Region I average approximately 2 years younger than principals in the other three regions. Southern Association school principals average slightly over a year older than principals of non-member schools. Principals of comprehensive schools average approximately 3 years older than the total group in the study. County school principals average almost a year older than principals of independent district schools.

Perhaps the most important point to consider in examining the ages of principals is that only 14 of the group are over 60 years old, which means that within the next 5 years only 2 or 3 principals per year from this sample will reach the normal retirement age of 65 (slightly over 1% per year). Noticeable also is the small number of principals under 30 years old, half of whom (4 of 8) are from Region IV, where the average age of principals in the study is nearly 47.

Where Principals were Born and Reared

An overwhelming majority of the principals are Kentucky natives (90%). Regions I and IV are nearly identical in this respect, with

91% and 90%, respectively, being born in Kentucky. Region II, with 85% born in Kentucky, has the largest proportion of principals who were born in other states. Region III has the highest proportion (96%) of native-born principals.

An even greater majority than were born in Kentucky were reared in Kentucky. Only 13 were reared in other states, and 193 (94%) were reared in Kentucky.

Seventy-three percent of the principals in the study are natives of the geographic area where they now serve. Again, Regions I an IV, with 83% and 86% respectively, are quite similar. About half (51%) of the principals in Region II and two-thirds (65%) of the principals in Region III are natives of the geographic area where they are now serving, pointing up the fact that these regions have drawn much of their secondary school leadership from other areas of the state.

Fewer than half (43%) of the principals are native to the county where they now serve. Only Region IV, where nearly two-thirds (62%) are natives, shows a majority of the principals as being from the counties where they are now located. Region I has nearly one-half (47%), Region II nearly one-third (31%) and Region III one-fourth (26%) who are natives of the county in which they now work. It should be remembered that Region III has the highest proportion of native Kentuckians serving in principalships (96%).

Nearly 90% of the principals report that they were reared in a farm (56%) or small town (33%) setting. Only 14 (7%) report only a city background, while 7 (3%) had a combination of farm and city rearing. There seem to be no appreciable differences in this pattern among the principals of the various regions.

Approximately twice as many principals attended small, unconsolidated elementary schools as attended consolidated elementary schools (130 to 66). Only a handful attended a private elementary school. The majority (55%) of the principals attended county district high schools. Thirty-six percent attended independent schools and 9% attended a private high school. Of the 17 who attended a private high school, 9 are from Region IV, an area with very few parochial or private schools. However, the explanation might lie in the goodly number of settlement schools that existed in the region during the time many of the present-day principals were in high school (Pine Mountain, Hindman, Oneida, Stuart Robinson, to name a few.)

Church and Civic Activity

Two hundred of the principals indicate a church preference. One hundred indicate they hold church membership. This represents 83% of the 206 principals in the study. Fifty-six percent of the members

teach a Sunday School class; 55% hold a church office. It would seem, then, that the principals of the state are rather active in support of their local churches.

Forty-four percent of those indicating preference for a denomination list the Baptist church, exactly twice the number indicating a preference for the Methodist Church. The Christian Church, with 12%; the Church of Christ, with 7.5%; Presbyterian Church, with 6.5%; other Protestant churches, with 7%; and the Catholic Church, with 1%, complete the picture of church preferences for those who indicate a preference.

Except for the Baptists, the indication of membership is practically equal to the indication of preferences. Among the Baptists only 68 of 88 indicate they are members. The main difference is in Region IV, where 27 state a preference for the Baptist Church and only 13 state they hold membership. Of those who are members, the Presbyterians are most likely (percentage-wise) to assume more active responsibilities than mere membership.

Principals list a total of 240 memberships in civic and fraternal organizations, or 1.2 per principal in the study. Sixty (29%) list no civic or fraternal memberships; 79 (38%) list one membership; 49 (24) belong to two organizations; 11 (5%) belong to 3; and 7 (3%) belong to 4 or more organizations.

The Masonic Lodge is by far the most popular organization with principals in the study. Sixty-two (42%) of those who list memberships are Masons. Three service organizations—Lions 39, Rotary 26, Kiwanis 17—follow. Phi Delta Kappa, an honorary education fraternity for men, is the fifth most frequently listed (15), followed by the American Legion (11). On a regional basis memberships do not vary greatly.

Marital and Parental Status

Kentucky public senior high school principals very definitely may be classified as predominantly "family men." Ninety-three percent in the study are married; 5% are not married; 1.5% are divorced; and only one of the 206 states that his wife is deceased. Particular note should be made of the very low divorce rate and the high longevity rate of the principals' spouses.

Forty of the principals in the study have no children. The average number for those who are or have been married is 2, and only 3 have 5 or more children.

Political Affiliation

The principals were quite unabashed at naming their political party preferences—only 5 preferring not to indicate. Democrats outnumber

the Republicans 2 to one (130-64). Seven (3.4%) indicate they are independents.

In Region I, Democrats outnumber the Republicans 6 to one (48-8). The only region having more Republicans than Democrats is Region IV (28-25).

TABLE 2. POLITICAL AFFILIATIONS OF PRINCIPALS IN STUDY

Region	I	II	III	IV	Totals
Republican	8	12	16	28	64 (31%)
Democrat	48	30	27	25	130 (63%)
Independent	0	2	2	3	7 (3.4%)
Prefer not to Indicate	1	1	1	2	5 (2.6%)
Totals	57	45	46	58	206

Leisure Time Activities

Only a small number (11) of the principals fail to name at least one hobby or leisure time pursuit.

"I don't have time for a hobby," says one principal.

"I like to spend all my time on school affairs," says another.

"How can you have leisure time and be a principal?" asks still another.

However, the vast majority of principals (95%) in the study specify one or more hobbies or leisure time pursuits. Fifty-nine different activities are listed, which shows the great variety of interests which principals have.

Fishing is by far the most popular pastime. Reading is next. Watching sports events, playing golf, hunting, gardening, traveling, farming, watching TV, and woodworking follow in that order.

Reading Preferences

The majority of principals (57%) prefer to read non-fiction. Only 23 (11%) state a preference for fiction, and 66 (32%) express no preference. The small number preferring fiction might mean that principals are essentially pragmatic and feel that fiction is less likely to provide information and insights as helpful to them in the performance of their jobs.

Principals, on the average, read 2 newspapers regularly—one local and one with state-wide distribution. One hundred seventy-six (85%) list the *Courier Journal*. Only one principal fails to list a single newspaper.

Six hundred fifty-eight (74 different ones) magazines are listed as being read regularly by principals—an average of 3.2. *The Reader's Digest,* read by 52%, heads the list. *Life, Look, Time,* and *Saturday Evening Post* follow, with 49%, 35%, 30%, and 29% respectively. Only one magazine which regularly features some fiction—the *Saturday Evening Post*—is included in the top 10 magazines. Two pictorial-feature magazines and 3 news magazines are among the top 10. And despite the fact that the *Saturday Review* features an education section monthly, only 15 of the principals read it regularly.

THE PROFESSIONAL PROFILE

The professional aspect of the principals profile presented here concerns such matters as educational background, salary, experience, tenure as principal, professional affiliations and activity, future plans and aspirations, professional climate, traits deemed necessary in a principal, courses that have been most and least helpful, and professional periodical preferences.

Validation of Sample

Although the sample thoroughly studied is approximately 62% of the total population and appears to be adequate in distribution both geographically and by accreditation ratings, two additional evidences of adequacy of the sample are presented. Information on the colleges granting bachelor's and master's degrees to the principals was available for the total poulation, as was information on salaries.

As shown in Table 3, a comparison of the total group with those in the study provides a basis for deciding that percentage - wise (and by averages) there is considerable similarity between the two groups —an indication that the sample is reasonably adequate.

More principals (23.3%) in the state have undergraduate degrees from Western Kentucky State College than from any other college. Eastern Kentucky State College (16%), Morehead State College (10.7%) and the University of Kentucky (10%) follow in that order in the issuance of bachelor's degrees to principals in the total population.

As can be seen in Table 3, percentages are quite similar for principals in the study. Twenty-four percent have bachelor's degrees from Western, 16.5% from Eastern, and 9.7% from both Morehead and the University of Kentucky.

Union College leads the private colleges in the state in issuance of bachelor's degrees to principals, both in the total population (6.8%) and in the study (6.3%). Out-of-state colleges granted bachelor's

TABLE 3. COLLEGES GRANTING BACHELOR'S DEGREE TO PRINCIPALS

	All Senior High Principals		In the Study	
	No.	%	No.	%
Western	78	23.3	50	24
Eastern	53	16	34	16.5
Morehead	36	10.7	20	9.7
University of Kentucky	34	10	20	9.7
Murray	30	9	19	9
Union	23	6.8	13	6.3
Berea	12	3.5	6	2.9
Georgetown	9	2.7	6	2.9
Transylvania	7	2.1	7	3.4
Kentucky Wesleyan	7	2.1	4	1.9
Kentucky State	6	1.7	2	.9
Bowling Green College of Commerce	2	.6	2	.9
Centre	2	.6	1	.45
Nazareth	1	.3	1	.45
Out-of-State	35	10.6	21	11
	335	100 %	206	100 %

degrees to 10.6% of the total population and 11% of those in the study.

The University of Kentucky leads the other institutions in the granting of master's degrees to principals in the total population (26.3%); followed by Western (20%), Eastern (15%), Murray (8%), and Morehead (8%). The same order is true for principals in the study: University of Kentucky (28%), Western (19.4%), Eastern (13.6%), Murray (9.2%), and Morehead (9%).

Peabody and other out-of-state colleges account for 16% of the master's degrees granted to principals in the total population and 14.5% of the master's degrees granted to principals in the study. Five percent of the total population have no graduate degrees; 4.4% of the principals in the study have no graduate degrees.

TABLE 4. COLLEGES GRANTING MASTER'S DEGREES TO PRINCIPALS

	All Senior High Principals		In the Study	
	No.	%	No.	%
Western	67	20	40	19.4
University of Kentucky	28	26.3	58	28.0
Murray	27	8	19	9.2
Eastern	51	15.2	28	13.6
Morehead	26	8	18	9.0
University of Louisville	5	1.5	4	1.9
Peabody	18	5.3	10	4.8
Other out-of-state	36	10.7	20	9.7
No. M.A. Degrees	17	5	9	4.4
	335	100 %	206	100 %

Post-Master's Degrees and Rank of Principals

Of the 335 principals considered as the total population, only 5 hold the Education Specialist degree. Four of these degrees were granted by Peabody College, one by the University of Kentucky. Four of the principals holding this degree participated in the study. None holds a doctor's degree.

Fifty-seven (28%) of the 206 principals in the study are in Rank I, indicating they have earned a minimum of 24 semester hours of graduate credit. One hundred forty (68%) are in Rank II, indicating they hold the master's degree. Nine principals (4.4%) hold bachelor's degrees and do not hold master's degrees.

Salaries

Salaries of the total group (Table 5.) of public senior high school principals range from $4,259 to $11,250. The mean is $7,314; the mode falling between $6,501 and $7,000. Sixty-five percent (216) of the total group have salaries below $7,500. Only 3 have salaries in excess of $10,000.

TABLE 5. SALARIES FOR TOTAL GROUP OF KENTUCKY PUBLIC SENIOR HIGH SCHOOL PRINCIPALS

Salary Range	No.	Salary Range	No.
$4,259	1	$7,501 - 8,000	42
4,501 - 5,000	1	8,001 - 8,500	27
5,001 - 5,500	3	8,501 - 9,000	16
5,501 - 6,000	12	9,001 - 9,500	9
6,001 - 6,500	53	9,501 - 10,000	18
6,501 - 7,000	84	10,001 - 11,000	2
7,001 - 7,500	62	11,001 - 11,500	1
	216		115
N = 331, Mean = $7,314			

Table 6 shows the breakdown by regions of the salaries of principals in the study. Average (mean) is $7,395, slightly higher than the average for the total group. Region I, with an average of $7,859, has the highest salaries; Region IV, average $7,086, has the lowest. The mode is between $6,501 and $7,000.

Table 7 shows the average salaries of principals in the study by state ranking of the schools they serve. Comprehensive school principals receive an average salary of $8,684, standard school principals an average of $7,503, provisional school principals an average of $6,701, and principals of emergency schools receive an average of $6,867.

Independent district principals average over $700 more annually than principals of county district schools (Table 8). Principals of

Southern Association high schools average approximately $1,250 more than principals of non-member schools.

TABLE 6. SALARIES FOR PRINCIPALS IN STUDY BY REGIONS

Range	I	II	III	IV	Totals
$4,259	1	0	0	0	1
4,501 - 5,000	0	0	0	0	0
5,001 - 5,500	0	0	0	0	0
5,501 - 6,000	1	0	2	3	6
6,001 - 6,500	4	5	8	10	27
6,501 - 7,000	20	6	8	14	48
7,001 - 7,500	13	8	9	9	39
7,501 - 8,000	6	5	9	11	31
8,001 - 8,500	4	10	2	6	22
8,501 - 9,000	5	3	5	3	16
9,001 - 9,500	1	2	1	0	4
9,500 - 10,000	0	6	1	0	7
10,001 - 11,000	1	0	1	0	2
11,001 - 11,500	1	0	0	0	1
	57	45	46	58	206
Mean	(7,343)	(7,859)	(7,397)	(7,096)	(7,395)

TABLE 7. AVERAGE SALARIES OF PRINCIPALS IN STUDY BY STATE RANKING OF SCHOOL

State Banking	No.	Average
Comprehensive	36	$8,684
Standard	101	7,503
Provisional	61	6,701
Other (Temp. or Emerg).	8	6,867
	206	

TABLE 8. SALARIES BY KIND OF DISTRICT AND BY SOUTHERN ASSOCIATION STATUS

Regions	I		II		III		IV		
	No.	Ave. Sal.	No.	Ave. Sal.	No.	Ave. Sal.	No.	Ave. Sal.	Total
County	39	7,137	29	7,665	28	7,154	45	7,004	7,135
Independent	18	8,000	16	8,354	18	7,565	13	7,470	7,860
Southern Ass'n.	22	8,169	22	8,729	21	8,169	11	7,631	8,246
Non-Southern Ass'n.	35	6,929	24	7,255	25	6,877	47	6,988	7,000

Experience Factors

Teaching experience of principals in the study is divided into 3 categories. Almost half (102) have taught only in high school. Fourteen have teaching experience only in elementary grades, and 90 have taught in both elementary and high schools.

In keeping with the younger average age of principals in Region I, principals from that area average 3 years less experience in their present position than principals in Region IV, 6.5 years to 9.6 years. Total average experience in the principalship for the four regions, including present and other principalships, is for Region I, 10.2 years; Region II, 13.6 years; Region III, 13.9 years; Region IV, 14.1 years. In other words, moving west to east in the state the tenure in the principalship gradually increases.

Forty percent (83) of the principals have held no other principalship. Forty-five percent have been in their present position 1-5 years, although the mean for the present position is 8.5 years. This experience plus a mean of 4.5 years in other principalships makes a total of 13 years of experience for the average principal in the study.

The average principal assumed his first principalship at approximately 33 years of age (32.7). This age added to the 13 years of experience as a principal gives further credence to the mean age of 46.3 arrived at earlier (Table 1).

Nearly half (101) moved to the principalship directly from the classroom. Thirty-nine name teacher-coach as the position held just prior to assuming the principalship. Twenty-two came from an elementary principalship, sixteen came from a position as assistant principal, and surprisingly, six came from a superintendency to the principalship. Four came directly from college without teaching experience—something that has not been possible for many years because certification standards have required teaching experience for administrators.

Although only 2% of the principals are currently involved in coaching duties, 55% of the principals studied are former coaches, over 50% having coached basketball. Region I, with 68%, and Region IV, with 40%, differ rather widely in this respect for some seemingly inexplicable reason. Regions II and III are almost identical, with 55% and 56%, respectively. (Table 9).

Since numerous educators look upon the predominance of ex-coaches in the principalship with disfavor, the writer feels compelled to venture an explanation—or, at least, a rationalization. First of all, the athletic program has been, is, and will probably continue to be a vital part of the high school. In fact, a school's athletic record is usually far more widely publicized than is its academic or total record (and this is regrettable). As a consequence, coaches are better known than other teachers, by boards of education as well as the general public near and far. And it is not unnatural for the better-known people to be given more consideration when such positions as principalships are to be filled.

TABLE 9. NUMBER AND PERCENTAGE OF PRINCIPALS WHO HAVE COACHED HIGH SCHOOL ATHLETICS

Region	I		II		III		IV		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	39	68	25	55	26	56	23	40	113	55
No	18	32	20	45	20	44	35	60	93	45
Totals	57		45		46		58		206	
Coaching at Present:										
Yes	1		1		3		0		5	2
No	56		44		43		58		201	98
Totals	57		45		46		58		206	
Sports coached:										
Football 32,	Basketball 106,		Track 14,		Baseball 49					

It is quite likely, too, that coaches are better able to sustain themselves in the profession (where salaries are not equal to what a man can earn in the commonest of labor), by their enthusiasm for sports and with the supplement they earn, until they have the necessary experience and additional schooling to equip themselves for a principalship. The principalship is a leadership position; it calls for effective planning and working with people (coaches call this teamwork); it calls for decision-making (good coaches have to size up situations and decide what to do); it calls for panoramic vision, the ability to see the whole and the way each part fits into the whole (coaching calls for similar vision).

One out of four principals in the study has other gainful employment besides the principalship. Nearly half of these are employed on weekends. Over a third of the number work evenings. However, most principals who have other employment have it in the summer.

Salary During First Year as Principal

The average salary of the average principal has just about doubled during his career as principal. The average beginning salary (mean) was $3,716, compared with the present average of $7,395.

The number of months of employment for principals has steadily risen. All principals are now employed for at least 10 months, with nearly half employed for 12 months. Without doubt this extended employment can be attributed to the Minimum Foundation Program and the increased awareness of the principals' important functions in supervision and administration.

Professional Affiliations

Slightly over a third of the principals report that their local boards appropriate money for their professional travel. However, this does

not mean that provision is not made for many others. Often local boards approve expenses of professional personnel and pay these expenses or permit expenses to be paid from school funds.

TABLE 10. NUMBER AND PERCENTAGE OF PRINCIPALS IN THE STUDY WHOSE BOARDS APPROPRIATE MONEY FOR PRINCIPAL'S TRAVEL

Region	I	%	II	%	III	%	IV	%	Total	%
Yes	20	35	22	49	18	39	16	28	76	37
No	37	65	23	51	28	61	42	72	103	63
Totals	57		45		46		58		206	

Table 11 shows the extent to which principals attended professional meetings during the previous 2 months. Sixty-five percent in the study had attended the annual convention of the Kentucky Education Association, held in Louisville in the Spring. This was by far the meeting attended most frequently. Fewer than one-fourth had attended a Kentucky Association of Secondary School Principals meeting, despite the fact that 59% are members. Only 14% had attended a meeting of the National Association of Secondary School Principals during the past year. Twenty percent had attended no professional meeting at the state or national level during the previous year. Region IV principals attended such meetings with considerably less frequency than principals from the other regions (21 of 58 listed none).

TABLE 11. STATE AND NATIONAL MEETINGS ATTENDED BY PRINCIPALS DURING PREVIOUS 12 MONTHS

Region	I	II	III	IV	Totals	%
KEA	42	33	27	31	133	65
NEA	1	1	1	2	5	2.4
So. Ass'n.	5	5	11	3	26	13
KASSP	19	11	7	9	46	22
NASSP	8	11	7	2	28	14
Other	16	6	5	7	34	17
None	5	5	11	21	42	20

Ninety-seven percent of the principals are members of the Kentucky Education Association; 91% are members of the National Education Association and 59% are members of the National Association of Secondary School Principals (membership in Kentucky Association of Secondary School Principals is the same). Table 12 shows that memberships in Region IV in these professional organiations are considerably less frequent than in the other regions.

TABLE 12. PROFESSIONAL MEMBERSHIP OF PRINCIPALS IN STUDY BY REGIONS

Region	I	%	II	%	III	%	IV	%	Total	%
NEA	57	100	43	96	41	89	46	80	187	91
KEA	57	100	44	98	45	98	54	93	200	97
NASSP & KASSP	36	63	33	73	29	63	23	40	121	59

Undergraduate Majors and Minors of Principals

More of the principals have social studies (22%) and history (20%) majors than any other (Table 13). Science (20%), including all majors in specific science subjects except geology, is next; followed by physical education, agriculture, and elementary education. English (10%) comes seventh on the list; math (5%) is eighth.

TABLE 13. UNDERGRADUATE MAJORS OF PRINCIPALS IN STUDY

Majors	No.	%	Majors	No.	%
Social Studies	46	22	Commerce	6	3
History	41	20	Modern Lang.	3	1.5
Science	41	20	Indust. Arts	2	1
Physical Ed.	33	16	Geology	2	1
Agriculture	24	12	Journalism	1	.5
Elem. Education	23	11	Home Ec.	1	.5
English	21	10	Law	1	.5
Math	10	5	Art	1	.5
Geography	7	3.4	Art	1	.5

Number of Majors = 263. Percentage does not equal 100 because some principals have more than one major.

Science (20%) is the most frequent minor; English is the next most frequent minor. Social studies, history, math, and physical education follow (Table 14). The frequence of minors in science and English might be explained by the fact that teacher-education programs usually require several hours in each, giving students a start toward minors in these fields.

TABLE 14. UNDERGRADUATE MINORS OF PRINCIPALS IN THE STUDY

Minor	No.	%	Minor	No.	%
Science	43	21	Modern Lang.	4	2
English	41	20	Agriculture	3	1.4
Social Studies	22	11	Psychology	2	1.4
History	14	7	Commerce	2	1
Math	13	6	Speech & Drama	1	.5
Physical Ed.	12	6	Indust. Arts	1	.5
Geography	4	2			

Number of Minors = 161. Percentage does not equal 100.

Nearly three out of four principals (150) have done graduate work since becoming principal. More of these have attended the University of Kentucky (64) than any other institution. Western (35), Eastern (24), Peabody (18), Murray (15), Indiana (10), Morehead (6), and University of Louisville (5) follow in order. Nearly a fourth indicate they had plans to attend a summer session in 1965. The University of Kentucky again is the institution most frequently named; followed by Western, Eastern, University of Louisville, Peabody, Indiana, Morehead, and Murray.

Just over half (52%) report they have had graduate courses in areas other than education, with social studies (32), science (17), and history (13) the most frequently named. English (6) falls way down the list.

Principals in the study consider courses dealing with the specific job as having been most valuable. High School Administration and the Principalship are the most frequently mentioned and most frequently rated high. Of those considered least valuable, courses in history of education, philosophy of education, educational sociology, and foundations of education are at the top of the list.

Some principals comment that it was not the course as much as the professor that made the difference. Three long-time principals state almost in the same words: "The course under Dr. Leo Chamberlain was the finest I ever had." One younger principal writes: "Dr. James Kincheloe's course in Theory of Administration was the best I ever had."

School Law and Public School Finance are listed most often as ones that principals had missed but wished they had taken.

A substantial majority of principals list no extra-class activity as being valuable to their training for the principalship. However, of those who do (76), 28 name participation in athletics, 18 name speech and drama, and 18 name clubs as having contributed to their training.

Traits Necessary for Principals to Possess

Although in the list of traits supplied in the questionnaire there is some overlapping, the responses of principals left no doubt that they believe good judgement (some said "common sense") to be the most essential trait for principals to possess (Table 15). Some say honesty, which ranks second, should be taken for granted. Although ranked fourth, scholarship is considered less than half as important as good judgement in the weighted scale. One might argue that for persons whose main business is education scholarship should be given prime importance. On the other hand, scholarship often connotes deep delving into relatively narrow fields. Few principals are likely to be

scholars in this connotation. The nature of the job precludes it; instead, principals are required more often to know "a little" about "a lot,' to be generalists, in other words. They have neither the time nor inclination to be deep scholars. Rather, they are students faced with the realities of the position.

Note should be taken of the place of refinement (culture, perhaps) at the bottom of the list. Fluency, too, is well toward the bottom. One principal writes, "We talk too much."

TABLE 15. TRAITS PRINCIPALS IN THE STUDY DEEM NECESSARY FOR PRINCIPALS TO POSSESS.

Trait	Weighted Value	Trait	Weighted Value
Good judgement	608	Cooperativeness	157
Honesty	353	Self control	146
Dependability	251	Consideration	98
Scholarship	229	Breadth of interest	86
Good health	192	Forcefulness	75
Industry or drive	187	Good appearance	62
Open-mindedness	180	Promptness	39
Tactfulness	179	Fluency	26
Sense of humor	175	Refinement	11

Method of weighting: Principals checked 5 traits in order of importance–1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1.

Professional Climate

Very important to the principal is the professional climate in which he works. A part of this climate may be gauged by the regularity with which his recommendations concerning staff are accepted. The majority of the principals in the study have some voice in the employment and discharging of teachers (160), and an even greater voice in assigning and promoting teachers (172).

Another part of the climate concerns the superintendent's and board's support of the principal in his management of the school. A great majority of Kentucky's principals have such support.

Approximately 36% of the principals in the study are principals of elementary grades as well as high school. Seventy (34%) report that the elementary and high schools are housed in the same building. Twenty-six (one out of 8) report that the superintendent's office is in the same building as the principal's office.

Most of the principals in the study supervise more than one building, with only 78 principals responsible for only one building. Twenty-six principals have supervision over 5 or more buildings.

Fourteen percent of the principals do not have clerical assistance to help perform the myriad clerical duties of a principal's office.

Thirty-four principals report that their school system does not have a supervisor employed, while 20 report 4 or more supervisors are employed for their system. Although nearly 60% (122) of them report that supervisors work some with the high school teachers, major responsibility for supervision resides with the principal.

Professional Periodicals

Over one half of the principals list the *Bulletin of the National Association of Secondary School Principals* as being most helpful. In each case where it is listed, it is listed first. *The National Education Association Journal* is next most frequently named, and the *Kentucky School Journal* is third. Surprisingly few name the *Education Digest*, which provides articles from a broad selection of leading professional publications.

Nearly a fourth (24%) of the principals list no professional periodical as being helpful. Thirty-six percent (21) of Region V principals are in this category.

Some principal's simply state: "I don't have time to read."

Failure to read, and thereby keep abreast of developments in the field, must be considered a serious shortcoming for any professional person. Such failure can lead only to obsolesence of ideas and practices.

Principals' Plans and Aspirations

Three-fourths of the principals indicate they plan to remain high school principals. Seven percent say not; while 17% are undecided. The superintendency and college teaching are positions having the most aspirants, 13 and 12, respectively. It seems unusual that so few principals name the superintendency as a future goal.

THE PERFORMANCE PROFILE

Of much importance in developing a picture of the principals' performance are the ways in which principals perform their tasks and the division of their time in the performance of their varied duties.

According to principals' own indications (Table 16) of how they spend their time, clerical work (16%) takes a greater amount of time than any other activity. Classroom visitation (15%) is next, and maintaining school discipline (11%) and counseling students (10%) follow.

Ideally, principals believe, they should be spending nearly 27% in classroom visitation, 12% more than is now being spent. They believe they should be spending less than half the amount of the time that they are now spending on clerical work.

TABLE 16. HOW PRINCIPALS IN STUDY SPEND THEIR TIME, AND BELIEVE THEIR TIME SHOULD BE SPENT

	Mean Time Spent in %	Should be Spent in %	Difference in %
Classroom visitation	14.81	26.57	+ 11.76
Individual teacher conferences	9.28	11.95	+ 2.67
Maintaining school discipline	11.28	7.12	— 4.16
Supervising extra-class act.	9.32	6.73	— 2.59
Counseling students	10.32	11.19	+ .87
Supervising lunchroom operation	5.28	3.45	— 1.83
Clerical work (correspondence, records, supplies)	15.69	7.20	— 8.49
Promoting school and community relations	7.14	9.18	+ 2.04
Personal professional study	4.38	7.00	+ 2.62
Other activities	12.59	9.62	— 3.97

On five of the activities (Table 16) principals report they are not spending as much time as they should be spending in an ideal situation; on five activities they are spending more time than they should be spending. Counseling students comes closer than any other activity to meeting the ideal requirement of time which should be spent.

Region IV principals report an average of roughly 3% more time spent in visiting classes than is reported by principals in the other regions. There seem to be no other appreciable differences by regions.

Differences between county district and independent district principals in time spent and should be spent, are negligible.

Southern Association principals spend slightly more time than non-Southern Association principals in classroom visitation, individual teacher conferences, supervision of extracurricular activities, and in personal professional study. They spend slightly less time than non-member principals in maintaining school discipline (the difference is negligible), in counseling students (the difference is negligible), in supervising the lunchroom, in doing clerical work, and in promoting school and community relations. A practically identical amount of time is spend by both on other activities.

The main difference among comprehensive, standard, and provisional school principals in the way they spend their time lies in time taken for clerical work. Provisional school principals report an average of over 19% spent in this manner. Of 30 (14%) principals in the study lacking full time clerical help, 19 are provisional, 5 are standard, and 6 are emergency schools.

Emergency school principals (only 8 in number) in the study report they spend almost 28% of their time in classroom visitation, and

they make no differentiation between the actual and the ideal. They report spending only an average of 5% of their time supervising extracurricular activities, and this, too, they consider the ideal time which should be spent.

Table 17 shows that principals believe that having private conferences with individual teachers is the best way to improve learning conditions. Planned classroom visits by the principal, cooperatively evaluating the school, study of special topics in staff meetings, and organizing committees to study problems are other means of working ranked high by principals.

TABLE 17. WAYS WHICH PRINCIPALS FIND HELPFUL IN WORKING WITH TEACHERS TO IMPROVE LEARNING CONDITIONS

Activity	Weighted Value	Rank
Planned classroom visits by the principal	395	2
Study of special topics in staff meetings	295	4
Providing a professional library	112	10
Organizing committees to study problems	280	5
Having teachers give reports to the staff	56	15
Cooperatively evaluating the school	328	3
Holding pre-school and post-school workshops	182	8
Attending summer workshops	86	12
Having teachers visit other teachers in their own schools	71	13
Having teachers visit in other schools	112	11
Having well-planned attack on curriculum problem	247	6
Experimentation with new classroom procedures	176	9
Having teachers prepare handbooks	35	16
Arranging for home visitation by teachers	61	14
Using teacher rating scales	25	17
Encouraging summer school attendance	193	7
Holding private conferences with individual teachers	535	1

Falling near the bottom of the list of activities are having teachers give reports and having teachers prepare handbooks. Finally, rating of teachers on a rating scale is the least effective means of improving learning conditions, according to principals' rankings.

OPINION PROFILE

The opinions principals hold do much to govern principals' actions and reactions. For this reason 33 questions of an opinion nature are examined. In order to determine differences in opinions on the questions, 5 variables are considered: A. Region; B. County District or Independent District; C. Southern Association membership or not; D. State rating – comprehensive, standard, provisional, or emergency; E. and by colleges granting master's degrees to principals. Assuming

the *null hypothesis,* that there is no difference in principals' opinions obtained is high enough (at the .05 level) to enable the rejection of the used to determine the significance of differences. If the chi-square obtained is high enough (at the .05 level) to enable the rejection of the *null hypothesis,* significance is assumed.

Question 1: If there was very little difference in the salary, would you prefer classroom teaching to being a principal?

Surprisingly, twice as many principals answer affirmatively as answer negatively (124-62), with about 10% answering that they were undecided. The writer found no significant differences among principals by geographic regions, kind of district, Southern Association status, by state ranking, or by colleges granting the principals' master's degrees. However, of the 36 principals of comprehensive schools only half answer that they would prefer teaching, while 67% of the standard high school and 60% of the provisional school principals indicate a preference for teaching. Of the 6 respondents from emergency schools, only 2 indicate a preference for classroom teaching.

Two possible conclusions may be reached from viewing the responses to this question: First, since the principals have invariably been classroom teachers before becoming principals, they look upon themselves primarily as teachers or educators. Second, they have found the numerous tasks and responsibilities of the principal to be so harrassing and frustrating they would gladly return to the classroom if there was little difference in salary. Further, shift in attitudes of comprehensive school principals might be due to the availability of assistant principals, other professional personnel, and ample clerical personnel, who share the frustrations and responsibilities inherent in the operation of the high school.

Question 2: Which of the following best describes your opinion of effective high school administration: (a) Programs and procedures are determined cooperatively; the principal serves chiefly as a guide, yet assumes final authority for decision. (b) The principal determines programs and procedures; he then assists teachers in carrying them out. (c) The principal determines programs and procedures; he then directs teacher activities in order to insure conformity to the plans. (d) The principal may be consulted, but the teachers are in no way restricted in making their own plans. (e) None of the above.

That Kentucky principals believe effective administration entails cooperative plannning and work is made apparent by the fact that 192 of 206 respondents choose this answer over the four other options. There are no differences by any of the variables.

Question 3: Free high school education should be provided for (a) All adolescents, (b)Only those who can profit by a college preparatory, cultural, disciplinary program, (c) All youth who are not mentally or physically defective to such an extent that they cannot be educated with normal children, (d) Only the youth of superior mental ability.

Ninety-seven percent of the principals believe high school education should be provided for all adolescents (45%) or all adolescents who are not mentally or physically defective to the extent they cannot be educated with normal children (52%). Without doubt the 52% would favor special education opportunities for the handicapped.

Question 4: The high school curriculum should place most emphasis upon (a) general education, (b) vocational training, (c) life adjustment, (d) preparation for college.

General education is the first choice (145), 3 times the number for life adjustment (47); while only a few indicate vocational training (5) and college preparation (4) as the place for most emphasis.

Question 5: The main purpose of the high school is (a) academic, (b) economic, (c) social, (d) cultural.

Responses to this question indicate that principals probably equate general education with academic work, since 154 gave the academic purpose as the main purpose of a high school. Despite the frequency with which the dollars-and-cents values of a high school education are propounded, only 12 chose the economic purpose as the main one for high school. Social and cultural purposes had similarly few responses, 16 and 20, respectively.

On neither question 4 or 5 are there significant differences among responses, using any of the variables.

Question 6: Are you in general agreement with the Supreme Court decision regarding school prayer?

Fifty-five percent of the principals disagree with the Supreme Court decision regarding school prayer. Thirty-four percent agree with the decision and 11% are undecided. There is a significant difference of opinion among principals on a geographic basis. Regions I and IV are similar, as are Regions II and III. Responses in Region I are approximately two to one in the negative (17,35,5), in Region IV approximately 3 to one (12,37,9), while in Regions II and III responses are fairly equal (23, 21, 1 and 19, 21, 6, respectively).

Between county school and independent school principals there is no statistically significant difference. However, between Southern Association principals and non-Southern Association principals there is

a significant difference, with Southern Association principals (32,40,3) being less opposed to the decision than non-Southern Association principals (39, 74, 18). A difference exists, too, among principals of the different ranks of schools. Exactly half of the 36 comprehensive school principals agree with the decision. Only 38% of the 101 standard school principals, 23% of the 61 provisional school principals, and 13% of the 8 emergency school principals agree with the decision. Agreement, then, clearly stair-steps down from the highest ranking to the lowest ranking schools.

There is no statistically significant difference among principals' opinions on this question according to colleges granting the master's degree (if any). However, there appears to be enough difference to warrant comment. Principals who received master's degrees from one of the state colleges—Western, Murray, Eastern, or Morehead—and those who have no master's degrees are much more in disagreement with the decision about school prayer, (25% of 115 favor) than are principals with master's degrees from the University of Kentucky, University of Louisville, Peabody, and other out-of-state colleges (46% of 91 favor).

Question 7: Are you in agreement with the Supreme Court decision regarding integration?

Seventy-five (154 of 206) percent of the principals indicate they agree with the Supreme Court decision regarding school integration. Eight percent remain undecided. Only by geographic regions is there a difference approaching significance. Responses from Region I and IV are nearly identical (42,11,4 and 43,11,4). Region II (39,6,0) differs from Region III (30,6,8) mainly in the number of undecided respondents.

Question 8: Do you believe in faculty desegregation?

Only 55% (115 of 206) of the principals believe in faculty desegregation. Nearly 30% (61 of 206) disagree and the remaining 14% (30) are undecided. This disparity between those believing in student integration and those believing in faculty integration (nearly 20%) points up clearly as unresolved problem facing school leaders in Kentucky.

By regions there is no significant difference among principals' opinions, nor by kind of district. But between Southern Association and non-Southern Association principals there is a highly significant difference. Southern Association principals are much more inclined toward faculty desegregation than are non-members. Two-thirds of

the Southern Association principals (50 of 75) favor and only one-half of non-members (65 of 131) favor. Sixteen percent of the Southern Association principals definitely oppose faculty desegregation, while 37% of the non-members oppose faculty desegregation.

Comprehensive school principals are more favorable to faculty desegregation than are principals of other ranks of schools, though the difference is not statistically significant. It would seem logical that the larger schools could absorb members of a minority group into their faculties with less difficulty than could smaller schools.

Principals who received master's degrees from out-of-state colleges tend to be more favorable toward faculty desegregation than those who received their degrees from Kentucky colleges or have no master's degrees. All ten of those with degrees from Peabody favor faculty desegregation and 14 of 20 from other out-of-state colleges are in favor, with only 3 definitely opposed. In all, 84% of those principals favor, compared with 52% of the other principals in the study (91 of 176) who are favorable. The difference approaches significance.

Question 9: In general are you in favor of federal aid to public schools?

Seventy-nine percent of the principals favor federal aid to public schools; 15% do not favor, and the remaining 6% are undecided. There appear to be no appreciable differences, using any of the 5 variables.

Question 10: In general are you in favor of federal aid to private schools?

On the question of federal aid to private schools, the great majority (75%) are opposed to such aid. However, on 4 of the 5 variables there are significant differences. There is no great difference in opinions between county and independent district principals. But regionally there is a difference. Regions I and IV principals again are quite similar in their responses (6, 45, 6 and 7, 42, 9). Region III (12, 30, 4) has a greater proportion of favorable responses, and Region II principals are most adamantly opposed to federal aid for private schools (1, 39, 5).

Southern Association principals are less favorable than non-Southern Association principals (4, 63, 8 to 22, 93, 16). Comprehensive school principals are (2, 32, 2) less favorable than standard and provisional school principals. None of the 8 emergency school principals favor federal aid to private schools.

By colleges granting master's degrees there is a significant difference among principals responses. The major difference seems to

lie in the number from Eastern State College who are favorable (9, 12, 7) compared to Western (1, 34, 5), Murray (2, 16, 2) and Morehead (1, 13, 4) graduates.

Question 11: Do you believe there should be certain limitations on classroom discussions having to do with various political "isms"?

The principals are rather evenly divided in their opinions on this question. Slightly fewer than half (100) believe there should be; 41% percent (84) do not believe there should be, and the remainder are undecided. There are no significant differences on any of the variables.

Question 12: Do you believe there is a need for greater uniformity of secondary certification standards throughout the country.

Eighty-nine percent (183) of the principals believe there is such a need, 9% see no such need, and 2% are undecided.

Question 13: Do you believe educational administration requires essentially the same skills as other kinds of administration (business, public, etc.)?

Approximately 76% of the principals in this study believe so. There is a significant difference regionally. A greater percentage of Region II principals have this opinion than is true of the other regions (89%). Region I, principals for example, answer affirmatively in only two-thirds of the cases.

Question 14: Are you in favor of the recent extension of the requirement for high school graduation to 18 credits?

That the principals overwhelmingly favor requiring 18 credits for high school graduation is surprising to the writer. One hundred eighty-two of the 206 respondents favor, while only 20 disagree. Surprsing, too, is the near uniformity of opinions, regardless of region, kind of district, accreditation status, and state ranking. The writer would have guessed that principals from depressed areas would differ from those of other areas and that the state ranking of schools would make some difference.

Question 15: Do you believe there is any relationship between this requirement (18 credits) and the dropout problem?

Twenty-one percent feel there is a relationship, 76% think there is no relationship, and nearly 3% are undecided.

Question 16: Do you consider realistic the present state requirement that the principal spend 50% of his time in supervision of instruction?

Nearly 70% of the principals believe that this requirement is unrealistic. Twenty-seven percent think it is realistic. Three percent are undecided. Clearly, further study and/or clarification of this requirement is needed.

Question 17: Do you believe in the idea that professional sanctions (blacklisting) should be imposed upon the educational systems of communities that are apparently providing inadequate financial support for their schools?

With 2 of the largest school systems in the state having faced the possibility of professional sanctions by the National Education Association, this question has become a pertinent one for principals to ponder. Forty-seven percent of the principals studied believe in sanctions. Only one-third are opposed to sanctions. Twenty percent are undecided.

Although there is no significant difference on a regional basis, Region II principals show more belief in imposing sanctions, while Region IV has more who are against sanctions than are for sanctions.

Independent district principals favor sanctions significantly more than county district principals, and Southern Association principals agree with imposing sanctions significantly more than non-Southern Association principals (at .01 level).

There is no significant difference by state ranking, but principals of comprehensive schools do believe in sanctions more frequently than principals of other ranks of schools.

A higher percentage of the principals with master's degrees from Western believe in professional sanctions than is true of principals in the study with master's degrees from other institutions. Only one of the 9 principals without master's degrees indicates approval of sanctions.

Question 18: Do you believe that homogeneous grouping of students leads to better learning for all students?

Exactly half of the principals indicate belief that homogeneous grouping leads to better learning for all students. Thirty-one percent do not think so, and 19% are undecided. No appreciable differences exist among the groups on any of the variables.

Question 19: Do you believe the State Board of Education has a legal and moral right to dictate policy and practice to the local Board of Education?

Fewer than half (48%) of the principals believe the State Board has a legal and moral right to dictate policy. Thirty-two percent are

opposed to such power, while 20% are undecided. A look at the various variables reveals no significant differences among the groups in responses to this question.

Question 20: Do you believe school administrators should take an active part in the election of school board members?

Forty-three percent of the principals believe administrators should take an active part in school board elections, and only 46% believe they should not. Approximately 11% are undecided. In view of the consistent expressions of professional organizations against involvement in school board elections, the principals' responses are surprisingly even.

There appears to be little difference in opinions on a geographic basis, although the highest percentage of affirmative responses (50%) is found in Region IV. The biggest difference, and a highly significant one, is between Southern Association and non-Southern Association principals, with Southern Association principals predominantly opposed to such participation and non-Southern Association principals slightly favoring such participation.

Comprehensive and standard school principals differ considerably (approaches statistical significance) from provisional and emergency school principals on this question. Principals of the first two rankings of schools tend to disagree with involvement in school elections; the majority of the other two rankings favor participation.

Noticeable differences in opinions (again approaching significance) appear according to colleges granting master's degrees. Western, Eastern, Morehead, and out-of-state colleges (other than Peabody) graduates show more affirmative than negative opinions. Graduates from Murray, University of Kentucky, University of Louisville, and Peabody give more negative than affirmative opinions. Principals with no graduate degrees give 6 affirmative to one negative opinion.

Question 21: Do you believe the state superintendent should be an appointed official?

The great majority of principals (74%) believe the state superintendent should be an appointed official. There is little difference of opinion on a regional basis. But proportionately more of the independent district principals favor appointment of the state superintendent when compared with county district principals (the difference approaches significance). Also, a far greater percentage of Southern Association principals favor appointment of the state's chief school officer, when compared with the non-Southern Association principals. The difference here is statistically significant.

And, similarly, a much greater percentage of comprehensive school principals favor appointment of the state superintendent, when compared with principals of other ranks of schools. This difference is statistically significant.

Questions 22: Who, or what agency, in your opinion, has influenced high school course offerings most: colleges, state departments, local administrators and staffs, or local communities?

Nearly half (49%) of the principals believe that colleges have influenced high school course offerings more than any other agency. Another 37% believe the State Department of Education has wielded greatest influence, while the remaining principals (14%) believe that local administrators and local communities have had the greatest say about curriculum content in the high schools.

There is a significant difference in opinions between county and independent district principals. Of the county district principals, 43% believe colleges exercise greatest influence and 43% believe the State Department does. Whereas, of the independent district principals, 61 percent believe colleges are most influential and only 23% believe the State Department of Education to be most influential in determining course offerings.

There is a similar difference between Southern Association principals and non-Southern Association principals in their responses to this question. Sixty-five percent of the former think colleges and 25% think the State Department is most influential; 39% of the latter think colleges and 43% feel the State Department has the most influence.

A substantial majority of the comprehensive school principals believe colleges influence the curriculum most. Principals of the other three ranks of schools are not so definite in this respect.

Question 23: In what curriculum area do you believe greatest need for improvement exists in Kentucky schools (i.e., English, math, science, etc.)?

English is the area having the greatest need for improvement in Kentucky schools. So say 62% of the principals in the study. *Social studies,* say 10%; *science,* say 9%; *math,* say 8%. By region, district, accreditation status, state ranking, or colleges granting the principals' master's degrees there is no apparent difference. Such unanimity of opinion leads the writer to raise these questions:

1. Is the field of English so broad, so complex, and yet so essential to other fields that it is likely always to be most in need of improvement? Lip service has long been given to the essentiality of English. Yet for many years there has been sizeable federal subsidization of

some vocational fields. And for several years now math, science, modern language, and guidance programs (thanks to Sputnik) have been awarded special attention and funds. But only in recent months has even token aid been given to the field of English.

2. Are there sufficient college composition courses, beyond the freshman level, available and required for future English teachers?

3. Is a widespread effort being made to provide a pupil-teacher ratio for English teachers that will enable them to give more writing assignments?

4. Is it possible that grammar is taught for grammar's sake—that diagramming sentences, repeatedly memorizing parts of speech, or underlining in workbooks consumes an inordinate amount of the English pupil's time?

5. Is it possible that literature and grammar and composition are taught as separate unrelated entities?

Question 24: Do you see the ungraded high school as a distinct possibility in Kentucky within the next ten years?

Fewer than one-fourth (24%) of the principals see the ungraded high school as a possibility in Kentucky within the next 10 years. Sixty percent do not believe in such a possibility; 15% have no opinion. There are no significant differences of opinions on any of the variables.

Question 25: Do you think the ungraded high school would be an improvement over the present organization?

Twenty-eight percent of the principals believe the ungraded high school would be an improvement; 44% believe not, and 28% are undecided.

A significant difference is revealed between the Southern Association and non-Southern Association principals. Twenty percent (15 of 75) Southern Association principals believe the ungraded high school would be an improvement. Thirty-three percent (43 of 131) non-Southern Association principals believe the ungraded school would be an improvement. Responses to this question seem to indicate a more conservative view on the part of Southern Association principals than on the part of non-Southern Association principals. That is, they seem to doubt that the ungraded school would be an improvement.

Question 26: Do you agree with Conant's opinion that an effective high school must have approximately 100 students in the graduating class?

Fifty-two percent of the principals agree with this opinion; 43% disagree and 5% are undecided.

Decidedly more Southern Association principals than non-Southern Association principals agree with Conant's opinion. The difference is statistically significant.

Comprehensive and standard school principals are more in agreement with this opinion than are principals of provisional and emergency schools. The difference is highly significant. Principals' opinions, then, are governed largely by their own situations. One principal of a provisional school states, "I think Conant has rocks in his head."

Question 27: Do you believe educational TV offers great potential for your school?

Fewer than half (48%) of the principals believe that educational TV offers great potential for their schools. Almost a third (32% say no and one-fifth are undecided. There are no significant differences among the groups regarding any of the variables.

Question 28: Do you believe that team-teaching offers great potential for your school?

Attitudes very similar to those toward TV are held about team-teaching, an educational innovation very much in educational literature in recent years.

Question 29: Do you believe a merit pay plan would be desirable for your school?

Only a third of the principals (34%) answer affirmatively, and there are no significant differences among the groups by any of the 5 variables.

Question 30: Do you see any advantage to eliminating the Carnegie unit as a basis for measuring high school work?

Pros and cons of the Carnegie unit are debated with regularity by educational leaders across the country. Only a small minority (17%) of Kentucky principals in the study, however, see any advantage to eliminating the Carnegie unit as a basis for measuring high school work. Approximately one-fourth are undecided on the issue.

Southern Association principals appear more definite in the belief that the Carnegie unit should be retained than are non-Southern Association principals, the chief difference being in the number of undecided principals among the non-Southern Association principals.

Provisional and emergency school principals are more undecided than are comprehensive and standard school principals on this question.

Question 31: Are you in agreement with the State Department's rating of schools on the basis of courses offered and areas covered?

Well over half (56%) of the principals in the study are in agreement with the State Department's rating of schools on the basis of courses offered and areas covered. Regionally there is difference of opinion which approaches significance, with Region IV principals somewhat less in agreement than principals from the other regions.

There is practically no difference in responses by district and Southern Association variables. However, by state ranking there is a significant difference. In short, provisional and emergency school principals are somewhat less in agreement than are comprehensive and standard school principals. Only 32 of 69 approve in the provisional and emergency groups, but 85 of 137 approve in the comprehensive and standard groups.

Question 32: Do you believe that college instructors in general fully realize the problems that confront principals in the public high schools?

Responses reveal that the principals little credit their instructors with understanding their problems when only 19 (8%) feel they usually do, only 58 (28%) feel they often do, and 129 (62%) feel they seldom or never do.

A significant difference exists according to regions. Region I principals, with 29 responses of "usually" and "often" against 28 "seldom" and "never"" responses, apparently feel their problems are better understood by college people in general than is true of principals in the other 3 regions. Region IV, in comparison, shows 17 "usually" and "often" responses and 41 "seldom" and "never" responses .

By kind of district there is practically no difference in responses. But by Southern Association status there is a difference approaching significance. This difference lies mainly in the 7 "never" responses from non-Southern Association principals to no "never" responses from Southern Association principals.

There is no statistically significant difference among the various ranks of schools, but it seems worth noting that comprehensive school principals gave 3 "usually" responses, 5 "often responses, 27 "seldom" and one "never" response.

By colleges granting master's degrees there is no statistically significant difference.

Question 33: Do you believe that professors of education are sufficiently aware of the realities of public high school education?

Faring some better in the principals' opinions, but still leaving much to be desired, are professors of education. Thirty "usually" (15%), 68 "often" (33%), 106 "seldom" (51%), and 2 "never" (1%) responses comprise this picture.

As was true of the responses to the preceding question, Region I principals believe more frequently that professors of education understand the realities of public high school education. Sixty-three percent of Region I principals give "usually" or "often" responses, contrasted with 38% of Region II principals, 48% of Region III principals, and 40% of Region IV principals. The difference is noteworthy, but not statistically significant.

Nor is there a significant difference by kind of district or Southern Association status. However, there is a significant difference in responses by the state ranking of schools. Twenty-two percent of the comprehensive school principals give "usually" or "often" responses, contrasted with 55% of the standard school principals, 50% of the provisional school principals, and 50% of the emergency school principals.

There is no significant difference in responses by colleges granting master's degree to principals in the study. Yet master's graduates from Western, Murray, and out-of-state colleges (other than Peabody) gave higher percentages of "usually" or "often" responses than master's graduates from other colleges—55%, 55%, and 65%, respectively.

A comparison of responses on question 32, dealing with college instructors in general, with question 33, dealing with professors of education (using variable E, colleges granting master's degrees) reveals an interesting phenomenon. On the former question the following percentages of responses are "usually" or "often": Western 40%, Murray 45%, Eastern 36%, Morehead 28%, University of Kentucky 33%, University of Louisville 0%, Peabody 40%, other out-of-state colleges 65%, and no master's degree 20%. For the latter question the following percentages of responses are "usually" or "often": Western 55%, Murray 55%, Eastern 43%, Morehead 33%, University of Kentucky 49%, University of Louisville 0%, Peabody 40%, other out-of-state colleges 65%, and no master's degree 20%.

Showing more "usually" or "often" responses on question 33 than on question 32 are Western, 15% more; Murray, 15% more; Eastern, 7% mor Morehead, 5% more; and University of Kentucky, 16% more. Principals from the other colleges granting the master's degrees, and those with no master's degree, show no differentiation between their responses to questions 32 and 33.

In other words, principals with master's degrees from the Kentucky state colleges and the University of Kentucky apparently feel there is a difference between college instructors in general and education professors in their understanding of principals' problems. This is not particularly surprising; several explanations could be given. One explanation, perhaps, is that this difference is merely a reflection of the attitudes existing in Kentucky colleges between academic people and the educationists. The surprising thing is that master's graduates from the University of Louisville and out-of-state colleges and those with no master's degree make no such distinction.

PART III

COMPARISON WITH A DECADE AGO, AND PRESENT NATIONAL PICTURE

Although the chief emphasis in this study is on the development of a current profile of the Kentucky public senior high school principal, one sub-purpose is that of comparing the profile with the picture of a decade ago (11 years, in fact). Sparks' (1) study provides the basis of comparison on numerous items that are common to both studies. It is not intended that the comparison be complete, but that enough similiarities or differences be noted to give evidence of trends.

Personal

Sex—Sparks found that 7.7% of the public senior high principals were women; the present study shows that only 2% are women.

Age—A decade ago the average (mean) age of principals was 43.88 years. The average age of the current principal is 46.3 years, a difference of over two and one-fourth years.

State of birth—Approximately 85% of the public senior high principals in Sparks' study were born in Kentucky; 90% of the current principals are native Kentuckians.

Where reared—The great majority today and a decade ago were reared in farm or small town settings, and attended unconsolidated elementary schools. A decade ago the majority of principals came from independent district high school backgrounds, yet a substantial majority of today's principals received their high school education in county district high schools.

Church affiliation—Eighty-four percent of the public senior high principals a decade ago indicated they were members of a church. The present figure is 83%. The Baptist Church, Methodist Church, Christian Church, Church of Christ, Presbyterian Church, and other Protestant Churches were indicated in that order a decade ago and in this study.

Marital and parental status—Ninety percent of the principals studied a decade ago were married, compared with 83% in the current group. Then, as now, they had slightly over 2 children each.

Reading preferences—A decade ago principals averaged reading more than two newspapers regularly, and the same is true today—with the *Courier-Journal* being read by a large majority then and now.

The principals of a decade ago listed in order the following magazine as being the most commonly read: *Reader's Digest, Life, Saturday Evening Post, Time, Colliers* (now defunct), *Newsweek, Look, American, Coronet, and U. S. News and World Report.* Those listed by principals in this study are *Reader's Digest, Life, Look, Time, Saturday Evening Post, Newsweek, U. S. News and World Report, National Geographic, Saturday Review,* and *Farm Journal,* in that order.

Professional

Twenty-five percent of the principals in Sparks' study held bachelor's degrees from Western Kentucky State College, 11% from Murray State College, 10% from both the University of Kentucky and Eastern Kentucky State College, and 6% from Morehead State College. Twenty-four percent in the current study have undergraduate degrees from Western, 9% from Murray, 9.7% from both the University of Kentucky and Morehead, and 16.5% from Eastern. Only Eastern and Morehead have changed appreciably in this respect.

Forty-two percent of the principals who had master's degrees a decade ago (67% did have) had received the degree at the University of Kentucky, while 28% of those in this study who have master's degrees (95.6% do have) earned the degree at the University of Kentucky. In the earlier study 16% had received their master's degrees from Western, compared with 19.4% in the present study. Ten and four-tenths of the principals with master's degrees a decade ago received them at Peabody, compared with 4.8 percent of today's principals. Eastern had granted graduate degrees to 7% of the principals a decade ago, compared with 13.6% of today's principals (almost double). Murray had granted the degree to 2.3%, compared with 9.2% of the current principals; and Morehead had granted master's degrees to 3.8%, compared with 9% of the current principals.

Quite clearly, in the course of the last decade the University of Kentucky and Peabody have granted master's degrees to proportionately fewer principals, while the Kentucky state colleges have granted master's degrees to proportionately more principals.

A decade ago 8 principals of publicly supported senior high schools in Kentucky held the doctorate. Not one does today. However, 5 principals hold the education specialist degree, representing a year of study beyond the master's degree. Also, 28% of the principals in this

study have at least 24 hours of graduate work beyond the master's degree.

Salaries—County high school principals a decade ago earned an average of $3,683; today the average is $7,135. Independent high school principals a decade ago were paid an average of $4,062; today the average is $7,860. Southern Association school principals averaged $4,336 a decade ago; now they average $8,246. The average salary for all public senior high principals today is $7,395, compared with an average a decade ago of 3,689.

Experience and Tenure—Tenure of principals has increased during the past decade. In Sparks' study they averaged 7 years in the same position. Today's principals average 8.5 years in their present position. Approximately half of the principals a decade ago advanced to the principalship from the classroom. The same is true of current principals. The second greatest number came from coaching positions—then and now. And although an assistant principalship is still not the usual route to the principalship, far more of today's principals have had this experience than was true a decade ago. Only one out of 318 had been an assistant principal among those in Sparks' study, while 16 of 206 in the present study have had experience as an assistant principal.

Majors—History, English, and social studies predominated the undergraduate majors of principals a decade ago. While social studies and history majors are still most conspicuous among principals, English majors are now rare (only 10%), less than half as frequent as social studies and history majors.

Graduate study since becoming principal—Nearly three-fourths of the principals in the current study have done graduate work since becoming principals, compared with 69.5% of those in Sparks' study. Nearly a fourth of the principals indicated they had plans to attend a summer session in 1965. Whether the impetus to continue their education stems from the incentive of a higher salary rank, or advancing certification requirements, or the personal need felt for broadening their education, or a combination of these motives, the fact is clear that high school principals are continuing their college training to a considerable degree. It should be noted, too, that over half have had graduate courses in areas other than education—most frequently in social studies, science and history fields.

Principals' job aspirations—A decade ago 70% of the principals studied indicated they planned to remain in the principalship, and currently 76% indicate this is their plan. This is perhaps one bit of evidence that the principalship is growing in the esteem of its own practitioners. A

very small percentage then and now gave the superintendency as a future goal.

Principals' Opinions of Education Courses taken—The following 5 courses were listed by principals a decade ago: High School Administration, the Principalship, High School Curriculum, Adolescent Development, and Student Teaching. Interestingly enough, practically the same courses, in the same order, were considered by current principals as being most valuable. The only variation is that Guidance and Counseling has supplanted Adolescent Development in fourth place in the current picture.

The following 5 courses were listed as being least valuable by principals a decade ago: The Junior High School, Research Methods in Education, History of Education, Foundations of Education, and Educational Sociology. In the present picture the five courses considered least valuable are History of Education, Philosophy of Education, Educational Sociology, Foundations of Education, and Student Teaching. That Student Teaching would be included in current principals' "most" and "least" valuable lists might at first glance seem irregular. However, it substantiates the writer's belief that it is the teacher and the experience that is remembered favorably or unfavorably, rather than the course *per se,* and all principals are likely to have had Student Teaching.

Traits principals deem necessary—A decade ago ability to use "good judgement" was considered by far the most important trait for principals to possess. This trait is still as highly esteemed by Kentucky's principals. "Honesty" ranked second then, and still does. "Dependability," which ranked sixth a decade ago, is ranked third by current principals. "Scholarship" was third a decade ago, and is ranked fourth in this study. Except for "industry or drive," which did not appear in the top ten traits a decade ago, but is ranked sixth now, and "self-control," which ranked fifth a decade ago, but is ranked eleventh now, the other necessary traits checked by principals are common to both lists of the top ten.

Principals supervising both elementary and high schools—The past decade has seen a great reduction in the number of principals responsible for elementary as well as high schools. Sixty-nine percent, according to Sparks' study, supervised both a decade ago, compared with 36% of the principals in this study who supervise both elementary and high schools.

Those performing coaching duties—The past decade has also seen a drastic reduction in the percentage of principals who perform coaching

duties in a major sport (basketball, football, baseball). Nearly one-fourth (24%) a decade ago were coaching, but of the principals in this study only 2 percent are so engaged.

Clerical assistance–Roughly 70% of the principals in Sparks' study indicated that they had no full time paid clerical assistance. Only 14% of the principals in this study have no full time paid clerical assistance. This is a tremendous improvement.

Professional memberships–Sparks found that 90% of the public senior high principals were members of the Kentucky Education Association; 61% were members of the National Education Association; and 23% were members of the National Association of Secondary School Principals. (These memberships are now 97%, 91% and 59%, respectively.)

Other gainful employment–Sparks found that 35% of the public senior high principals had other gainful employment in the evenings, on weekends, or in summer months. The present study shows 26% of the principals have other gainful employment.

Professional periodicals–During the past decade the *Bulletin of the National Association of Secondary School Principals* has come to be the professional periodical principals in Kentucky find most helpful. Sparks' study revealed that the *National Education Association Journal* and the *Kentucky School Journal* ranked first and second. Now they are ranked second and third, behind the *Bulletin*. The *School Executive*, which formerly ranked third, and before the *Bulletin*, is now defunct. *The Nation's School*, ranked fifth in the earlier study, now is ranked fourth. *Phi Delta Kappan*, ranked eighth earlier, is ranked sixth now. Only one of the current top six (only 6 had 5 or more readers among principals in the study) did not appear a decade ago–*Education Digest*.

Comparison of Ways Principals Spend Their Time

Although the list of activities supplied for principals' consideration in the current study varies somewhat from that used in Sparks' study, it is possible to make some comparisons. For instance, the mean time spent on clerical work by principals in Sparks' study was 15.7%. The mean time spent on clerical work by principals in this study is practically the same, 15.69%.With the preponderance of principals who now have secretarial help compared to the situation a decade ago, one naturally would wonder why there is little change. One can conjecture that as schools have tended to become larger and more complex, and as increasingly more aid has come from state sources, records, reports, and correspondence have increased in proportion.

In this study "classroom visitation," was placed on the list instead of the more general term "supervision," which was used in Sparks' study. If we equate these terms, emphasis, judged by the percentage of time principals say they spend, has increased in the supervisory activity over the past decade. Presently principals report an average (mean) of 14.81% of their time spent in this manner, compared with 11.57% spent in this manner a decade ago.

Perhaps more meaningful is the fact that a decade ago principals reported they spent a little more than one-third of the time they should be spending in supervision in an ideal situation (11.57% and 28.28%), while principals in the current study report they spend more than half the amount of time they believe they should be spending (14.81% and 26.57%).

In addition to the time reported in classroom visitation, current principals report spending an average of 9.28% of their time holding conferences with individual teachers. Added to that spent in classroom visitation, this would greatly increase the total time spent in supervisory activities. Many principals believe the individual teacher conference to be the most effective means of improving instruction.

Principals in this study report they are spending an average of 11.28% of their time on maintaining school discipline, and that they should be spending less (7.12%). Principals in the earlier study reported an average of 7.84% of their time was spent this way, and again they felt they should be spending less (4.47%).

Extra-class activities consume an average of 9.32% of the current principals' time, more than they consider ideal (6.73%). This seems to be appreciably more than was spent a decade ago–6.62% (5.01, ideal).

Present day principals report spending an average of 10.32% of their time counseling students, close to the amount they feel they should be spending (11.19%). Only 6.37% of the average principals' time was spent in this activity a decade ago, slightly more than half the time principals felt they should be spending (11.95).

The percentage of time spent on both public relations and personal professions study has increased. In Sparks' study principals indicated they spent an average of 5.65% of their time on public relations. Principals in this study indicate they spend an average of 7.14% of their time on public relations. On personal study a decade ago they reported spending an average of 2.97%. Now the figure is 4.38%

Finally, according to Sparks' study, 62% of the principals a decade ago taught from one to 4 classes daily, averaging over 2 classes daily. Hence the average principal spent a fifth of his time teaching classes (19.39%). However, only 4% of the principals in this study teach

classes, and the mean time spent teaching was considered so negligible that "teaching" was not included in the list of activities submitted for principals' responses.

Comparison of Ways Found in Improving Instruction

Table 18 shows how principals of today and a decade ago ranked certain supervisory techniques. The list of techniques is identical with the exception that the present study includes an additional item: Holding private conferences with individual teachers.

Table 18. Comparison of Rankings of Supervisory Techniques by Principals in This Study and in Sparks' Study

Supervisory Technique	Rank in Sparks' Study	Rank in This Study
Planned classroom visits by the principal	4	2
Study of special topics in staff meetings	1	4
Providing a professional library	9	10
Organizing committees to study problems	2	5
Having teachers give reports to the staff	13	15
Cooperatively evaluating the school	3	3
Holding pre-school and post-school workshops	8	8
Attending summer workshops	6	12
Having teachers visit other teachers in their own school	14	13
Having teachers visit in other schools	10	11
Having well-planned attack on curriculum problems	7	6
Experimentation with new classroom procedures	12	9
Having teachers prepare handbooks	16	16
Arranging for home visitation by teachers	11	14
Using teacher rating scales	15	17
Encouraging summer school attendance	5	7
*(Holding private conferences with individual teachers)	...	1

*Not included in Sparks' study.

Private conferences with individual teachers is given by far the highest ranking in this study, followed in order by: planned classroom visits by the principal, cooperatively evaluating the school, study of special topics in staff meetings, and organizing committees to study problems (to name the 5 top-ranked techniques). In the previous study rankings were: study of special topics in staff meetings, organizing committees to study problems, cooperatively evaluating the school, classroom visitation by the principal, and encouraging summer school attendance (ranked 7th in current study). The similarities are obvious.

Now for a look at the 5 lowest ranked techniques in each study,

starting with the lowest ranked. In this study they are: using teacher rating scales, having teachers prepare handbooks, having teachers give reports to the staff, arranging for home visits by teachers, having teachers visit other teachers in their own school; in the previous study they were: having teachers prepare handbooks, using teacher rating scales, having teachers visit other teachers in their own school, having teachers give reports to the staff, experimentation with new classroom procedures. Again, there is much similarity.

Perhaps it would be well to make a special point of the low ranking of the teacher rating scale as a supervisory technique—used by 40% of the principals in the state. Quite likely this ranking in value and frequency of use is tied to the principals' unwillingness to espouse the idea of merit pay for teachers.

Comparison of Opinions

Since this study is concerned with principals' opinions to a greater degree than Sparks' study, few comparisons are possible. Comparisons, however, are possible on questions concerning procedures for effective high school administration, for whom high school education should be provided, and where the high school curriculum should place the most emphasis.

In both studies principals overwhelmingly indicated the belief that programs and procedures should be determined cooperatively by administration and staff, and that the principal should serve chiefly as an advisor and guide.

In both studies, too, principals overwhelmingly indicated that high school education should be provided for all adolescents or all youth who are not mentally or physically defective to the extent they cannot be educated with normal children. Some 6% in the earlier study felt that high school education should be provided only for those who can profit from a college preparatory, cultural, disciplinary program. Two and four-tenths percent of those in this study indicate this belief.

On the question of whether the high school curriculum should place most emphasis upon general education, vocational education, life adjustment education, or preparation for college, considerable change in principals' responses has occurred.

A decade ago 54% chose life adjustment as the place for most curriculum emphasis; 39% chose general education; 4% chose vocational training; and fewer than 2% chose preparation for college. Seventy percent in the current study indicate general education as the place for most curriculum emphasis; only 23% choose life adjustment; fewer than 3% each choose the vocational emphasis and the college preparation emphasis. One can only surmise that this change in attitude to-

ward curriculum emphasis is in part a reflection of the disenchantment with the term "life adjustment" that has beset education within the past decade.

Some Comparisons with the National Picture

Some comparison of the Kentucky principal with the national picture is made possible by selecting comparable items from a recent study made by the National Association of Secondary School Principals (2). Although the national study included both public and private school principals, while this Kentucky study deals with only public senior high principals, it is possible to extrapolate enough information for a general comparison on some items where an exact comparison is not possible.

Sex—Ninety-eight percent of the public senior high principals in the national study are men—the same as in this study. Only 52% of the private school principals in the national study are men.

Ages—Ages seem to be comparable, with the mean age in this study being 46.3 years, and the median age in the national study approximately 44. Principals in larger schools in both cases tend to average about 3 years older than principals as a whole.

Community background—The majority of principals, both nationally and in Kentucky, were reared in rural or small town settings, with Kentucky principals deriving more largely from rural backgrounds (65% nationally, 90% in Kentucky).

Degrees—Nationally, 90% of the public senior high principals hold the master's degree; in Kentucky 95% hold the master's degree. A goodly percent, both nationally and in Kentucky, have done graduate work beyond the master's degree. Three percent nationally and none in Kentucky hold the doctorate.

Majors—In the national picture humanities (including literature and history, a different breakdown from that used in Kentucky) is the most frequently held undergraduate major or area (23%), followed by science (19%) and social studies (15%). It should be remembered that social studies (22%), history (20%), and science (20%) are the most frequent majors of Kentucky's principals, with English majors being held by only 10% of the principals.

Education courses—Principals in the national study and in this study have tended to take, and consider most valuable, graduate education courses that have the most practical relationship to the job.

Age when first appointed principal—In the national picture the average age (30 to 34) when principals were appointed to their first principalship corresponds to the average age when Kentucky's principals assumed their first principalships.

Tenure and experience—Approximately 40% of Kentucky's principals have held no other principalship. When compared to 48% in the national picture who have served in only their present principalship, Kentucky principals would seem to be slightly more mobile than the average principal nationally. The average experience of Kentucky's principals in the principalship (mean of 13 years) would indicate that they are somewhat more experienced than principals nationally (median 8 to 9 years).

Coaching experience of principals—Sixty-one percent of the public high school principals nationally have been athletic coaches, compared with 55% of Kentucky principals having served in this capacity prior to becoming principals. Although in both the state and national pictures classroom teaching has been the major responsibility of the greatest number of principals just prior to embarking on the principalship, the majority have also served at one time or another as athletic coaches.

Assistant principalships—In the national picture 25% of the principals have moved to the principalship from a position as assistant or vice-principal. In Kentucky, however, the assistant principalship has been the route of ascendency to the principalship in only 7.7% of the cases.

Aspirations—Three-fourths of Kentucky's senior high principals indicate they plan to remain in the principalship. Only a few aspire to the superintendency or college teaching positions. While most principals in the national study state they would choose educational administration as a career if they had their lives to live over, only one-fourth have no desire to change to another position. Nationally, many principals aspire to a superintendency or to a principalship in a larger school.

Salaries—Average annual salaries for Kentucky's principals fall more than a thousand dollars behind the average salaries for principals throughout the nation ($7395 to between $8,400 and $8,600).

Membership in the National Association of Secondary School Principals—Over three-fifths of the nation's public senior high school principals are members of the association, and slightly under three-fifths (59%) of Kentucky's principals are members of this association.

Some Comparisons of Opinions

Principals in the national picture overwhelmingly consider the "Acquisition of basic skills–reading, writing, computing" as the most important goal of secondary education. "Acquisition of basic knowledge" is considered the second most important goal of secondary education. Rated far less important are such goals as physical fitness, understanding American values, development of moral and spiritual values, personality development, adaptability, and technical training (these are paraphrased). Similarly, Kentucky principals overwhelmingly consider general education and academic goals as most important. Vocational and technical education goals receive low rankings in both studies.

Comparison of Opinions on Some Broad Issues

Some 97% of Kentucky principals believe high school education should be provided for all adolescents or for all adolescents who are not mentally or physically defective to such an extent that they cannot be educated with normal children. In the national study a similar question was posed: "Do you accept the principle of *universal* secondary education?" Since only 75% indicated acceptance, one wonders whether this principle is not more broadly accepted in Kentucky than in the nation at large.

Federal aid–Seventy-eight percent of the Kentucky principals express themselves as favoring federal aid to public secondary schools. To the same question in the national study only 68% respond in favor. Twelve percent in Kentucky and 14% nationally favor federal aid to private secondary schools.

School prayer decision–Only 35% in Kentucky and 38% nationally indicate they favor the Supreme Court decision on school prayer.

Integration decision–Seventy-five percent in Kentucky and 71% nationally indicate they favor the Supreme Court decision on school integration.

Limitations on classroom discussions–Kentucky principals appear to be much more in favor of restrictions or limitations on classroom discussions having to do with various political "isms," according to responses to similar questions on this issue. In Kentucky 48% favor limitations; nationally, 29% favor limitations.

Grouping–Eighty percent of the principals in the national study indicate they favor grouping in such subjects as mathematics, English, and foreign languages. On a similar question only 50% of the

principals in the Kentucky study indicate they believe that grouping leads to better learning for all students.

Conclusion

It has been established that the majority of principals in this study do not believe that college people, either college instructors in general or education professors, understand the problems of the public senior high school. Whether there is an actual lack of awareness on the part of college people is not the question; the important point is that principals do not believe they understand. This fact constitutes a severe barrier as people at all levels strive to bring about better education. To paraphrase a premise expressed by Bills: (5) In order to work with an individual, it is first essential that the individual believes he is understood. For this reason college people should avail themselves of every opportunity to work in the public schools, to add to their knowledge and understanding of them, and, just as important, to convey evidence of this understanding. Perhaps some study of the reasons why Region I principals are decidedly more appreciative of college people could offer some clues for the whole state in achieving better articulation.

The principal and the principalship in Kentucky have generally improved over the past decade. To predict continued improvement during the next decade seems reasonable. The extent of improvement will depend upon many factors, such as the general educational picture, the superintendents and boards of education, and the colleges which train and participate in the in-service growth of principals. But, more importantly, the extent of improvement will depend upon the efforts of principals, individually and collectively, to keep abreast of the times, to exercise a voice in the development of educational policy, and to develop a framework for viewing the administrative process.

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